

Black Street Elementary

120 Smith Street
Walterboro, South Carolina 29488

Grades	K-5 Elementary School	
Enrollment	467 Students	
Principal	Daniel D. Green	843-549-7702
Superintendent	Charles W. Gale Jr.	843-549-5611
Board Chair	Michael Crosby	843-549-5715

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	74	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

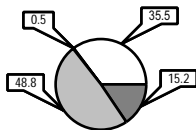
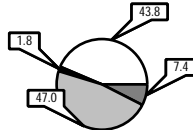
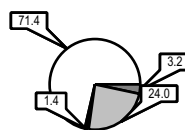
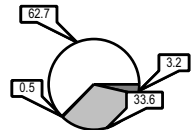
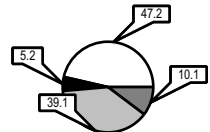
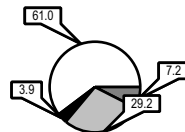
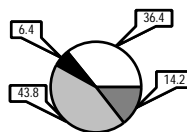
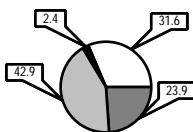
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	234	90.2	34.5	51.8	11.7	2.0	23.4	Yes	Yes
Gender									
Male	133	86.5	39.0	48.6	9.5	2.9	20.0	N/A	N/A
Female	101	95.0	29.3	55.4	14.1	1.1	27.2	N/A	N/A
Racial/Ethnic Group									
White	37	89.2	22.6	41.9	25.8	9.7	38.7	I/S	I/S
African American	190	91.1	36.4	53.7	9.3	0.6	20.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	189	100.0	31.4	54.3	12.6	1.7	25.1	N/A	N/A
Disabled	45	48.9	59.1	31.8	4.5	4.5	9.1	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	90.2	34.5	51.8	11.7	2.0	23.4	N/A	N/A
English Proficiency									
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	90.8	33.8	52.3	11.8	2.1	23.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	210	89.0	36.9	52.3	9.7	1.1	20.5	No	Yes
Full-pay meals	24	100.0	14.3	47.6	28.6	9.5	47.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	234	92.3	42.1	48.0	6.9	3.0	21.8	No	Yes
Gender									
Male	133	89.5	45.9	45.0	6.4	2.8	21.1	N/A	N/A
Female	101	96.0	37.6	51.6	7.5	3.2	22.6	N/A	N/A
Racial/Ethnic Group									
White	37	89.2	25.8	48.4	12.9	12.9	58.1	I/S	I/S
African American	190	93.2	44.0	48.8	6.0	1.2	15.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	189	100.0	37.1	52.0	7.4	3.4	24.0	N/A	N/A
Disabled	45	60.0	74.1	22.2	3.7	0.0	7.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	92.3	42.1	48.0	6.9	3.0	21.8	N/A	N/A
English Proficiency									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	92.6	41.2	48.7	7.0	3.0	22.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	210	91.4	44.8	47.5	5.5	2.2	17.7	No	Yes
Full-pay meals	24	100.0	19.0	52.4	19.0	9.5	57.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	234	99.1	70.2	24.3	3.2	2.3	5.5
Gender							
Male	133	98.5	68.6	24.8	4.1	2.5	6.6
Female	101	100.0	72.2	23.7	2.1	2.1	4.1
Racial/Ethnic Group							
White	37	97.3	47.1	32.4	8.8	11.8	20.6
African American	190	99.5	75.3	21.9	2.2	0.6	2.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	189	100.0	66.9	26.9	3.4	2.9	6.3
Disabled	45	95.6	83.7	14.0	2.3	0.0	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	99.1	70.2	24.3	3.2	2.3	5.5
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.1	70.1	24.3	3.3	2.3	5.6
Socio-Economic Status							
Subsidized meals	210	99.0	74.6	21.3	3.0	1.0	4.1
Full-pay meals	24	100.0	28.6	52.4	4.8	14.3	19.0

Social Studies							
All Students	234	99.1	61.9	33.5	3.2	1.4	4.6
Gender							
Male	133	98.5	62.8	30.6	4.1	2.5	6.6
Female	101	100.0	60.8	37.1	2.1	0.0	2.1
Racial/Ethnic Group							
White	37	97.3	47.1	41.2	5.9	5.9	11.8
African American	190	99.5	65.7	30.9	2.8	0.6	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	189	100.0	57.1	37.1	4.0	1.7	5.7
Disabled	45	95.6	81.4	18.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	99.1	61.9	33.5	3.2	1.4	4.6
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	229	99.1	62.6	32.7	3.3	1.4	4.7
Socio-Economic Status							
Subsidized meals	210	99.0	65.0	32.0	2.5	0.5	3.0
Full-pay meals	24	100.0	33.3	47.6	9.5	9.5	19.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	84	97.6	21.1	44.7	31.6	2.6	34.2
	4	72	98.6	49.2	36.5	14.3	0.0	14.3
	5	93	100.0	46.6	42.0	10.2	1.1	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	82	85.4	28.6	50.8	19.0	1.6	20.6
	4	87	90.8	34.7	53.3	9.3	2.7	12.0
	5	65	95.4	40.7	50.8	6.8	1.7	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	84	97.6	25.0	57.9	13.2	3.9	17.1
	4	72	100.0	40.6	43.8	12.5	3.1	15.6
	5	93	100.0	36.4	50.0	9.1	4.5	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	82	87.8	36.9	56.9	3.1	3.1	6.2
	4	87	94.3	44.9	42.3	9.0	3.8	12.8
	5	65	95.4	44.1	45.8	8.5	1.7	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	84	97.6	60.5	35.5	3.9	0.0	3.9
	4	72	100.0	67.2	26.6	1.6	4.7	6.3
	5	93	100.0	67.0	22.7	8.0	2.3	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	82	98.8	74.3	18.9	5.4	1.4	6.8
	4	87	98.9	72.0	23.2	1.2	3.7	4.9
	5	65	100.0	62.9	32.3	3.2	1.6	4.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	84	97.6	30.3	57.9	11.8	0.0	11.8
	4	72	100.0	43.8	45.3	10.9	0.0	10.9
	5	93	100.0	61.4	31.8	2.3	4.5	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	82	98.8	60.8	36.5	1.4	1.4	2.7
	4	87	98.9	54.9	37.8	4.9	2.4	7.3
	5	65	100.0	72.6	24.2	3.2	0.0	3.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 467)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.9%	Down from 7.5%	3.8%	2.8%
Attendance rate	95.6%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%	Up from 7.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	No change	0.0%	0.0%
Eligible for gifted and talented	3.3%	Down from 5.5%	3.8%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	10.4%	Down from 12.4%	7.2%	7.5%
Older than usual for grade	3.9%	Down from 4.1%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	59.5%	Up from 56.8%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.9%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	2.8%	0.0%
Teachers returning from previous year	85.5%	Up from 79.9%	83.2%	87.3%
Teacher attendance rate	93.4%	Down from 94.6%	94.6%	94.9%
Average teacher salary	\$40,489	Up 4.4%	\$41,286	\$42,485
Prof. development days/teacher	8.8 days	Down from 9.8 days	14.7 days	13.3 days
School				
Principal's years at school	33.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 16.8 to 1	16.4 to 1	18.6 to 1
Prime instructional time	86.3%	Down from 88.2%	88.5%	89.7%
Dollars spent per pupil*	\$6,130	Up 8.4%	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	71.9%	Up from 71.8%	60.4%	64.0%
Percent of expenditures for instruction*	75.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 78.4%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Down from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Black Street Elementary served 466 students in grades K-5 and 36 special needs students. Teachers use a variety of instructional materials and strategies to meet the individual needs of each student. By ensuring that our teachers are highly qualified, maintaining high expectations for our students, and incorporating best practices throughout the curriculum, our students will be better prepared to succeed in a challenging academic environment and will be able to compete in our rapidly changing world.

This year our focus on educational improvement included raising performance levels for all students by being on target with student and teacher attendance, increasing our on site staff development, adopting a school-wide discipline plan, participating in different community-related service learning projects, and using technology to strengthen student learning skills. Our fifth graders raised and donated \$2000 to the Colleton County Senior Center's Meals on Wheels. We continued our partnership with the Colleton County Memorial Library that provided educational programs at the school and at the library. We updated our Orchard computer program to allow teachers the ability to analyze student performance data. We purchased 1,600 library books and 1,900 new Accelerated Reading quizzes to emphasize the importance of reading. Students checked out 14,500 more books than the previous year. We implemented a reading incentive plan school-wide. A bookworm traveled three times around the school walls indicating Accelerated Reader tests passed. In addition over forty students met the individual goals allowing them to attend an end-of-the-year field trip.

By adding murals and placing special emphasis on having a cleaner/healthier school we improved school morale. In doing so, our custodial staff received the Horizon award three times.

We designated Mondays as parent communication day along with a monthly newsletter/calendar to inform parents of school events and news.

The school continued with the 21 Century After-school Program, which served 150 students during the school term and offered a summer camp for the month of June.

Thanks to the dedication of our PTO and School Improvement Council, our volunteer program hours tripled to 1,871 therefore enhancing the education of our students.

The challenges that continue to face us require the combined efforts of all those dedicated to the success of every student at Black Street Elementary. Closing the achievement gap and knowing that every child is achieving to his or her greatest potential remains our top priority.

Daniel D. Green, Principal
Sabrina Williams, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	56	27
Percent satisfied with learning environment	78.9%	76.8%	68.0%
Percent satisfied with social and physical environment	78.9%	80.4%	61.5%
Percent satisfied with school-home relations	78.9%	78.6%	84.6%

*Only students at the highest elementary school grade level at this school and their parents were included.